

I. INTRODUCTION

A. Background of the Problem

English is one of language that must be learned by students in Indonesia. It can be found in Junior High School and Senior High School as the lesson. Now, English are learned in Elementary School to basic material for the young students. Language lesson consist of reading, listening, speaking, and writing. It can appear some reasons.

First reason, English is difficult to be understood especially in pronunciation; second, the teacher not pleasure” or teacher using a method not effective from time aspect and result learns. So the student is lazy to learn.

In school or university, students are expected to read information which is mostly written English, this is based on the fact that reading dominates the teaching materials in almost English text book. The guideline of School Based Curriculum (KTSP) states that SMP students should be able to use the language in informational level, that is, expected knowledge by the language skills (Depdiknas, 2006: 307).

Due to the goal of the curriculum above, students are expected to get information for increasing their knowledge which is mostly written English from reading

activity. Moreover, reading can provide the students with the message and information given in from of written text.

Clark and Silberstein (1987) define reading as an active process off interacting with printing and monitoring comprehension to establish the meaning. It means that reading in active process in which the readers are active in organizing their purpose and using their brain and also their schemata to comprehend the text in order to get the explicit and implicit information stated there. It can be stated the students, besides being good at reading are also ask to be good at comprehending. Reading is not only intended to know the letters stand for but also involved power of full understanding.

From the statement above, the researcher notices that comprehension of the text is the most important things. Comprehension will determine the essence of reading process and it is essential because by comprehension we can get the point of reading text.

In reality most students at junior high school level still have problems in comprehending the English text. One of the problems is caused by the student's inability to recognize what the writer's intends to say in the text, in other words the students are incapable to understand the writer's messages through the use of reference word. It was proved by the researcher when she had teaching practice SMP Dirgantara Bandar Lampung. However, the English teacher in this school also admitted that the students' ability to understand the writers' messages through the use of reference word was still low. When the students wanted

identification for the specific information in a text, they did not know the function and the use of reference word in the English text.

They were confused to identify the specific information which was hidden by the writer through the use reference word in the English text. For example, in the sentence “the buffalo is killed by the man. He killed it by himself”. Students were confused to know with whom the man killed the buffalo.

Relation to the problem has been mention previously, Simatupang in Rahman (1991:2) says that some researcher in Indonesia indicate that the ability of Indonesian students comprehending the text is insufficient. The problem is also caused by the students’ ability in recognizing what the writer intends to say in the text.

Furthermore, Grellet (1985: 15-16) says that if the reader does not understanding some words in the passage, some of the fact and idea will probably escape him. She also says that if the reader does not understand inter or intra sentential connectors she may also fail to recognize the communicative value of the passage since those words act as signal indicating the function of what follows. This means that a readers have to be aware of the relationship among the elements, then called cohesive devices (Halidayand Hasan, 1975: 28).

Gerllet (1985: 15) also says that students have to recognize the various devices which are used to create textual cohesion, e.g. the use of reference and link words.

Reference word can help students to comprehend how the part of sentence or paragraph can be integrated. Thus the more students recognize reference word in the written materials, the higher their reading comprehension will be.

Eli Herlina (1997) in her research stated that students got progress on their reading comprehension achievement after they were taught by reference word. In other words, teaching words of reference has good effect to student's reading comprehension achievement. In relation with this sumarno (1991: 21) found that if students' understanding of reference word low then their reading comprehension also low.

From the explanation above, the researcher assumes that there are so many reasons why students get difficult to comprehend the English text, and reference word is one of alternative to overcome this problem. Reference words help the students to comprehend how the part of sentence or paragraph can be integrated, therefore teaching reference words is important in the teaching learning process, especially in reading comprehension.

Therefore the researcher has chosen SMP Dirgantara Bandar Lampung as the school to conduct her research because the students' reading comprehension discovery inquiry still low, while reading dominates the teaching material in almost English text book.

B. Research Question

Based on the background mentioned above, the writer states the question of this research as follow:

Is there any increase of students' reading achievement after being taught through discovery inquiry in class VII of SMP Dirgantara?

1. How can the implementation of reading comprehension mastery through discovery inquiry increase students' participation during the teaching learning process?
2. How can the implementations of reading comprehension mastery through discovery inquiry increase the quality of teacher's teaching performance?

C. Objective of the Research

1. To improve of reading comprehension mastery through discovery inquiry can improve reading in class VII of SMP Dirgantara
2. To increase of reading comprehension mastery through discovery inquiry increase students' participation during the teaching learning process
3. To increase of reading comprehension mastery through discovery inquiry increase the quality of teacher's teaching performance

D. Uses of the Research

The uses of this classroom action research are addressed to:

1. Students: (a) improve student's motivation; (b) can improve student's reading comprehension; (c) increase result learns student in English subject
2. Teachers: (a) increase teacher know-how in hand method discovery inquiry (b) can improve their team work (c) can increase interest to do a research

E. Scope of the Research

In general this research is intended to increase the students' reading comprehension achievement through *Discovery Inquiry*. The research was

conducted in the first class of VII SMP Dirgantara Kota Bandar Lampung Academic Year 2011-2012, with one class as subject of the research. The class is VII A which consists of 34 students. The reason why the researcher used this class because it is the best class but their ability of speaking is still low.

The focus of the research is teaching learning within the *Discovery Inquiry* technique. The researcher conducted research “on going” process by practice reading about narrative in teaching reading. The research is limited only in particular themes of narrative text taken from the KTSP English curriculum of junior high school.

F. Definition of Term

1. Reading comprehension is ability which depends on the accuracy and speed of grapheme perception, that is, perception of written symbol, control of language and relationship and structure, knowledge of vocabulary items and lexical combination, awareness of redundancy, the ability to use contextual clues and recognition of cultural allusions.
2. Inquiry-based learning is defined as a way of acquiring knowledge through the process of inquiry. In this approach, the learners generate their own question or are posed with a question by the teacher, or by the computer. Regardless of the source of the question, this approach requires a more active role of the learners in answering the given questions or problems through discovery, investigation or experimentation.